



June 10, 2020

Dear New Hampshire Educator,

The Vermont Mathematics Initiative (VMI) is coming to New Hampshire! We invite you to be part of the master's degree program's inaugural cohort starting in Fall 2020.

With this letter, you are cordially invited to apply to the Vermont Mathematics Initiative (VMI) Master's Degree program, a three-year professional development opportunity focusing on mathematics content, effective teaching practices, action research, and teacher leadership. Now in its twenty-first year, the VMI has over 550 educators who are either currently enrolled or recently graduated with advanced degrees. VMI graduates continue to play important roles in their schools, districts and state-wide.

Over the past eighteen months, the VMI established itself as a nonprofit organization, formed a new partnership with Southern New Hampshire University (SNHU) and created new curricula and programs. The inaugural New Hampshire cohort will be one of the first cohorts to experience substantive changes developed to address current research, while continuing to experience the foundational aspects of the VMI program that have been successful since our inception.

We are able to offer admission to a limited number of qualified applicants each year. ***Please note that there are no prerequisite mathematics requirements for entry into the VMI program.*** Just as classroom teachers are expected to help students with diverse backgrounds, strengths and needs, our faculty and staff are committed to helping all teachers--including classroom teachers, special educators, math interventionists, math teacher leaders, and administrators--develop their expertise in mathematics content, mathematics instruction, educational research, and teacher leadership.

Successful applicants to the VMI Master's program are PreK-8* teachers committed to enhancing their effectiveness as teachers of mathematics, are enthusiastic about increasing their mathematics content knowledge in a supportive environment, and are committed to sharing their increased knowledge of mathematics content and pedagogy with colleagues through mentoring, peer coaching or other forms of professional development. Through VMI coursework, classroom applications, mentoring by VMI staff, and leadership training, teachers in the VMI will earn SNHU's Master of Education (M.Ed) degree in Educator Practices with a concentration in Mathematics Teaching.

The VMI application should clearly articulate how participation in the VMI will address identified school needs. ***The VMI encourages schools, especially those with larger enrollments, to submit applications for more than one teacher.*** We have found that teams of teachers, ideally representing different grade levels, often support more broad-reaching systemic changes. Therefore, please share this information with colleagues.

Detailed information about the VMI is enclosed within this mailing. Completed applications are due by August 30, 2020 although interested applicants should contact VMI at the address below regardless of the date. If there are open slots, we will continue to accept new applicants. We anticipate notifying applicants of acceptance within a week of receipt of the application.

Thank you for your interest in the Vermont Mathematics Initiative. If you have any questions or need more information, please contact Judi Laird (judi@vmimathematics.com), VMI Director, at (802) 274-0436.

Sincerely,

Judi Laird, Director
VMI

*High School teachers who are interested in joining the VMI program should contact Judi to discuss details of the program and to determine if VMI is a “fit” for your needs. We offer admission to a small number of high school teachers each year, mostly reserved for interventionists, special education teachers or teachers who teach freshmen algebra or pre-algebra courses.

Professional Development in Mathematics for K-8 Educators
Content, Pedagogy, Action Research and Leadership
Information for VMI Applicants and School Officials -- June 2020

What is the Vermont Mathematics Initiative (VMI)?

The Vermont Mathematics Initiative (VMI) Master's Program is a three-year, comprehensive mathematics professional development program. Now in its twenty-first year, the VMI is dedicated to supporting highly effective mathematics instruction so that all children can learn the rigorous mathematics needed for success in higher education and the workplace. More information about the VMI can be found at www.vmimathematics.com.

What is the mission of the VMI?

The mission of the VMI is to significantly improve the teaching and learning of mathematics in grades PreK-8. Through their VMI experience, teachers build strong mathematics content knowledge, develop the ability to conduct action research around mathematics education issues, cultivate leadership skills, and apply this acquired knowledge and skill in their classrooms and at the school or district level to improve student learning.

When and where does the program take place?

The program consists of Fall, Spring and Summer coursework. Academic year courses are held on Friday/Saturday "weekends": four during the fall semester and four during the spring semester. The summer session includes two weeks of coursework held in July. *In addition, participants are required to engage in school-based mentoring, and may be asked to attend online discussion forums, tutorial sessions, and topic specific seminars.*

The inaugural New Hampshire cohort will start in Fall 2020. Two locations are being offered: (1) Exeter, NH; and (2) Concord, NH.

Fall dates for the Exeter location are tentatively scheduled for October 2-3; October 23-24; November 13-14; and, December 4-5. The Concord dates are tentatively scheduled for September 25-26; October 16-17; November 6-7; and, December 4-5. In both locations, Friday classes start at 3:00 p.m. and run until 7:00 p.m. Saturday classes begin at 8:30 and end at 4:00.

Please note that in this era of Coronavirus, the VMI is committed to assuring a safe environment for our participants and faculty. We will adhere to state guidelines regarding in-person instruction and will develop a safe hybrid model should the situation call for amending our in-person delivery model. While in-person instruction and collaboration among participants are important features of the VMI, our policies will prioritize safety.

What is the academic component of the VMI?

For each of the three calendar years a teacher is enrolled, the VMI teacher will complete 12 graduate credits through a combination of 1, 2 or 3 credit courses held during the two-week summer session and throughout the academic year. Fieldwork, including work with

a VMI mentor, runs concurrently with each course. Upon completing the full three-year VMI program, a teacher will have earned 36 graduate credits and will have completed all of the requirements for a Master of Education (M.Ed) Degree from Southern New Hampshire University.

What are some of the benefits to schools that participate in the VMI?

In addition to coursework in mathematics content, pedagogy and leadership, the VMI provides support for participants in their schools. Throughout the program, VMI participants:

- Have immediate access to increased mathematics content expertise through the VMI staff, which includes mathematicians, mathematics educators, and master elementary and middle level teachers experienced in professional development.
- Receive ongoing professional development for enhancing their teaching effectiveness and for preparing to take on expanded leadership roles in their schools or districts.
- Have opportunities to form partnerships with VMI staff and other participants resulting in the continuous improvement of learning opportunities for students and support for the school or district mathematics goals.

One should also note that the VMI program evaluation, conducted annually since 2004, has shown that VMI teachers have attained a high degree of mathematics content knowledge and have made significant contributions to mathematics teaching and learning in their schools and across the state. Consequently, students in schools having a VMI trained teacher have experienced significantly higher achievement compared to students in matched control schools.

Who should apply?

All PreK-8 educators, including classroom teachers, special educators, interventionists, math coaches, and administrators are eligible for the program. Specifically, applicants must be:

- Dedicated to enhancing mathematics teaching and learning for all students.
- Enthusiastic about increasing their mathematics content knowledge in a supportive environment.
- Willing to share their increased knowledge of mathematics content and effective teaching with their colleagues through mentoring, peer coaching or other forms of professional development.
- Interested in supporting the development and implementation of their school's mathematics curriculum as well as their school's mathematics goals.
- Committed to serving as mathematics teacher leaders in their schools and to the appropriate use of local assessment results to improve instruction

Please note many VMI assignments and projects require participants to incorporate new learning into their teaching, reflect on the effectiveness of their instruction, and modify approaches. Thus, all participants need ongoing opportunities to work directly with students in mathematics classes throughout their VMI experience.

What is the application process?

For teachers interested in applying to the 2020 VMI Master's Degree cohort, the application can be accessed at www.vmimathematics.com or by emailing the VMI Director, Judi Laird (judi@vmimathematics.com). Once the complete application is received, a VMI representative will be in touch regarding next steps. Applicants will be notified of their acceptance status within one week of receipt of the complete application.

What is the cost?

With satisfactory completion of a full calendar year's courses, the VMI teacher will earn 12 graduate credits. SNHU's current tuition rate for New Hampshire educators is \$500 per credit; \$6000 per year for the 12 credits. Teachers in the VMI are eligible for financial aid through SNHU.

Note: *The overall goal of the VMI is to improve the teaching and learning of mathematics in the VMI teacher's school/district. For that reason, we encourage the school and district to work creatively with the VMI applicant to increase the school's or district's share of tuition and correspondingly reduce the teacher's share.*

A number of strategies have been suggested for doing so, including the following:

- A district develops an MOU with the teacher in which it agrees to pay for one or two courses over and above the Master Agreement in exchange for an agreement by the VMI teacher that they will not request any course tuition for a given time frame (e.g., three years) following completion of the VMI. The teacher further agrees to reimburse the district a prorated amount in the event the teacher chooses to depart the school during the life of the MOU period. In brief, such an agreement would give the teacher added tuition funding and at the same time would provide assurance to the district and school that their financial support would benefit the school in the long term. Both the school and the teacher benefit from this arrangement.
- Some districts pay stipends to teachers who take on leadership roles, for example, in curriculum, coaching, mentoring, etc. In this strategy, VMI participants would be able to "earn" additional tuition funding by fulfilling such roles in their schools. This arrangement has the advantage that the teacher's participation in the VMI is tied directly to school impact.
- Title IIA funds can be used to pay for additional VMI tuition, provided an appropriate plan is developed and approved by officials. This has been a very successful strategy for many VT administrators as they strive to build leadership capacity in their district.

Reminder: *Federal tax code provides a number of options for tuition as a deductible expense.*

Teachers who are interested in applying should not be deterred by questions related to cost. Please contact us if you have questions related to financing tuition.



Who are the instructors?

The VMI Leadership Team consists of the following individuals:

Judi Laird

Director and VMI Cohort 1999 Graduate

Susan Ojala

Co-Director for Mathematics Content and VMI Cohort 2000 Graduate

Robert Laird

Co-Director for Teaching/Learning and School Implementation and VMI Cohort 2000 Graduate

Other members of the instructional and mentoring staff include:

Dr. George L. Ashline, *Professor of Mathematics, St. Michael's College*

Ralph Bernardini, *Mathematics Teacher and VMI Graduate, Vergennes Union High School*

Dr. Priscilla Bremser, *Professor of Mathematics, Middlebury College*

Josh Bunker, *Mathematics Teacher and VMI Graduate, Proctor Elementary School*

Kristen Cavanaugh, *Teacher and VMI Graduate, South Burlington*

Dr. Carol J. Eckels, *retired Principal, Leicester Elementary School*

Luke Fisher, *retired Math Coach, Woodstock Elementary and VMI Graduate*

Fran Huntoon, *Mathematics Specialist and VMI Graduate*

Bill Jesdale, *retired Principal, Lincoln Community School*

Kathy Lamphier, *Math Coach and VMI Graduate, South Burlington*

Kiran MacCormick, *Mathematics Teacher, Missisquoi Valley HS*

Karen Nee, *Mathematics Teacher and VMI Graduate, Essex Middle School*

Sharon Pare, *Mathematics Specialist, retired Mathematics Teacher and VMI Graduate, Newport*

Dr. Gregory Petrics, *Assistant Professor of Mathematics, Northern VT University*

Kathy Richardson, *Mathematics Teacher and VMI Graduate, The Putney School*

Tara Sharkey, *Mathematics Teacher, Colchester*

Sandi Stanhope, *Mathematics Specialist and VMI Graduate*

Dr. John Tapper, *Associate Professor of Elementary Education, St. Michael's College*

Dr. Julie M. Theoret, *Professor of Mathematics, Northern VT University*

Dr. Jim Wright, *Assistant Professor of Mathematics, Westfield State University (MA)*

The VMI Board of Directors includes:

Karen Nee, *Middle Level Educator and VMI Graduate, Essex Middle School*

Paul Smith, *Curriculum Director, Windham Southeast Supervisory Union, VT*

Dr. Priscilla Bremser, *Professor of Mathematics, Middlebury College*

Beth Cobb, *Board Chair, Superintendent of the Essex Westford Supervisory Union, VT*

Mary Lou Gross, *honorary board member, critical to VMI's founding in 1999*



Application 2020

**VERMONT MATHEMATICS INITIATIVE
NEW HAMPSHIRE MASTER'S DEGREE PROGRAM**

Please type or print clearly in ink and attach responses to essay questions.
Completed applications must be postmarked no later than August 30, 2020
Please send your completed application to:

**Vermont Mathematics Initiative, Inc.
416 Washburn Rd
East Burke, VT 05832**

Or transmit electronically to the VMI at judi@vmimathematics.com

A complete application includes:

- Part I: Applicant information cover sheet and current resume
- Part II: Applicant's responses to the essay questions
- Part III: (a) Three letters of recommendation, including at least one each from a colleague and an administrator
- Part IV: Applicant signature
- Part V: (a) Principal's responses to questions 1-3
(b) Signature sheet, signed by the principal and Superintendent

Only fully completed applications will be considered.

If you have any questions or need more information, please contact:

**Judi Laird, VMI Director
judi@vmimathematics.com
802.274.0436**



**Vermont Mathematics Initiative Application Form
Part I: Applicant Information Cover Sheet**

Please print in ink or type.

Name of Applicant _____

Email address _____

School name _____

School phone _____

School address _____

Current grade level/position _____

Number of years teaching in current school _____

Total number of years teaching _____

Undergraduate & Graduate Degrees _____

Educator License Endorsements _____

Home mailing address _____

Home phone _____

****Please attach a current resume to this application.****



Vermont Mathematics Initiative Application Form Part II: Essay Questions

*Please type and attach your responses to this application.
(Suggested length: For questions 1-5, a total of approximately 3 typed pages.)*

1. Meeting the Needs of All Students

Helping all children succeed in mathematics is a challenge faced by all educators. Please describe your commitment to helping all students succeed and your goals for enhancing your effectiveness in this area.

2. Teacher Leadership

Serving as a mathematics teacher leader is an important aspect of your participation in VMI. Please describe the key challenges in mathematics teaching and learning faced by your school and the ways in which your enrollment in VMI might help address those challenges.

3. Mathematics Content Knowledge

The VMI curriculum includes rich and challenging mathematics content which is intended to extend your understanding whether you are currently at a novice or more advanced level. Please describe your interest in expanding your mathematical content knowledge.

4. Critical Reflection

Throughout your VMI enrollment, you will be asked to critically reflect upon your teaching practices and continue to strive for excellence. Please describe your interest in utilizing an inquiry approach in your classroom practice and your openness to working collaboratively with others to improve your instruction.

5. Action Research

In the final year of the program, you will undertake an action research project on an appropriate topic of your choice. Describe the role that research plays or can play in your work with students. List particular mathematics research topics of interest to you.

6. Teaching Experience, Leadership and Mathematics Professional Development

****skip this section if this information is included in your resume****

Please list:

- Your teaching experience (locations, roles, levels, and lengths of time).
- Any teacher-leadership experience (serving on or leading committees, facilitating meetings/discussion groups, writing curriculum, etc.).
- Your professional development experience (as participant and/or presenter) in mathematics content and instruction (graduate courses, VCTM involvement, workshops, conferences, other). Please indicate those events in which you served as a facilitator or presenter.



Vermont Mathematics Initiative Application Form

Part III: Recommendations

Recommendations

Please include three letters of recommendation to support your participation in this project, including at least one each from a colleague and an administrator.

Recommendations should address your:

- Ability to take on challenges and to grow professionally.
- Dedication to addressing the needs of all students.
- Leadership experiences or qualities, including your commitment to working with other teachers/school personnel to improve the teaching and learning of mathematics in your school.

Part IV: Applicant Signature

Applicant Agreement

I understand that I am making a three-year commitment, that one aspect of my involvement is to play a leadership role in mathematics in my school or district, and that I will engage in classroom-based observation and feedback sessions with my VMI mentor.

Signature of Applicant

Date



Vermont Mathematics Initiative Application Form
Part V: Principal's letter and signature sheet
To be completed by the school principal

Name of Teacher Applicant _____

Administrator's Name and Position _____

Please attach responses to this cover sheet. *Please note that the responses to these prompts can be included in the letter of recommendation.*

1. **Teaching and Learning:** Please detail how the applicant's participation in this professional development program will support the improvement of student performance in mathematics at your school.
2. **Teacher Leadership:** *VMI participants enter the program with greatly varying levels of leadership experience.* Please describe the ways in which their development as a teacher leader will support the school community goals.
3. **Administrative Support:** *We have found that consistent administrative support enhances one's success in the VMI program.* How will you support this applicant throughout their VMI career?

I have read the Vermont Mathematics Initiative application packet and discussed this application with the district Superintendent. I understand that active support of the VMI participant by the principal or other designated school leader is expected.

I understand that our district will be expected to support our participating VMI teacher, which may include release time to attend VMI sessions, periodic sessions in which administrators are encouraged to attend, and working together to fund our teacher's involvement in the program. I have read the portions of this application packet pertaining to cost and administrator support and am committed to assisting the participating teacher find the necessary funds to cover the cost.

Note: The overall goal of the VMI is to improve the teaching and learning of mathematics in the VMI teacher's school/ district. The VMI teacher and the school/ district leadership should work together to help achieve that goal. For that reason, *we encourage the school and district to work creatively with the VMI applicant to increase the school or district share of tuition and correspondingly reduce the teacher's share. A number of strategies have been suggested for doing so, which are listed under the headings "What is the cost?" and "Financial assistance" on the enclosed sheet entitled "Professional Development in Mathematics for K-8 Educators."*

Signature of Principal

Date

Signature of Superintendent

Date

